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|  <p>REGENT SECONDARY SCHOOL</p> | <p align="center">Secondary 4 Social Studies & History Express/ Normal Academic SBCS/SBQ & SEQ/SRQ Notes</p> | |
| | Name: _____ () Class : _____ Date : _____ | <ul style="list-style-type: none"> • Inference • Higher Order Inference (Purpose) • Compare and Contrast • Reliability/ Utility/ Surprise • Hybrid • Evaluation • SRQ 6/ SRQ 7 |

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Good habits in answering Source-Based Case Study (SBCS/SBQs)

| |
|--|
| 1. Analyse the <u>Issue Question</u> AND the <u>Background Information</u> (BI) a. What does the (BI) tell you about the Issue? b. What is the problem as stated in the issue? (<i>i.e. look out for words like “however”</i>) |
| 2. Unpack the sources as you read a. Relate the sources to the issue question (<i>i.e. what do they tell you about the issue?</i>) |
| 3. Labels your answers clearly and answer them in sequence |
| 4. Follow the question phrasing/key words when you answer the question a. Example Question: Can you trust source A? b. Example Answer: I can trust source A’s claims about ... |
| 5. Be mindful of time a. Ensure that the minimum requirements for all the questions are included b. Ensure that you attempt <u>ALL</u> the questions |

Skill #1: Inference

Possible Question phrasing:

- What can you infer from the source about...?
- What does the source tell you about...?
- What can you learn from the source about...?
- What does this source suggest about...?
- What is the message of the source?
- What does the source reveal about...?
- What is the attitude of the cartoonist?
- Does the cartoonist support the...?

P: POINT (*Follow Qn Phrasing + Inference*)

E: Support with **EVIDENCE**

E: EXPLAIN how the evidence supports your inference and link back to the question

1 Complete paragraph

Important tips and tricks:

- Do **not** lift (i.e. copy exact words from the source)
- Do **not** use Background Information as your evidence. Focus on using evidence from the source only.
- How to infer? Use the question focus OR the inquiry question as starting points to identify the inference/message.

Writing Guide for Inference Skill Answers

(POINT) (*follow question phrasing*) that _____ (*inference*) _____. Source X states/shows that, "_____ (Evidence) _____." This means that _____ (repeat Point) because _____ (Explanation) _____.

* Tell – text source; Show – pictorial source

Skill #2: Higher-Order Inference (HOI)

Possible Question phrasing:

- **Why** was this source published?
- Why did the cartoonist draw this source?
- What do you think is the intention/purpose of the source?

C: Context (*Take reference from Background Information*)

V: Verb (*purpose*) Word

A: Audience

P: Point (i.e. inference of the source)

E: Evidence

E: Explanation

O: Outcome (*Must be a **specific action***)

CK: Contextual Knowledge*

(*Must include information that you've studied from the notes or textbook*)

***For History Students Only**

Important tips and tricks

- Possible **VERBS**: convince, persuade, encourage, motivate, educate, mock, criticise, raise awareness, warn, alert, remind, assure
- **The purpose is never the outcome (to support)**
- **Follow the question phrasing** (e.g. *The cartoonist drew this source to ...*)
- Outcome – should describe what the source wants the audience to **DO** (e.g. *to **support** the government's policies/ to **take action by volunteering** their time and effort*).
- **Common outcomes (to consider)**
 - Audience=Citizens; Outcome=To support the government's policy of ...
 - Audience=Government; Outcome= To win their support in

Writing Guide for HOI Answers

***ALWAYS Follow the question phrasing**

The source was published in the context of _____ (**CONTEXT**).

Source _____ (follow question phrasing) to _____ (**VERB**) _____ (**AUDIENCE**)

that _____ (**POINT**). Source X states that " _____ " (**Evidence**).

This means that _____ (because) _____ (**Explanation**).

This is so that _____ (**Audience**) would _____ (**Outcome**).

****This is further supported by my contextual knowledge, _____**
(Contextual Knowledge).

***ALWAYS Follow the question phrasing**

e.g. *Why did the cartoonist draw this source?* → *The cartoonist drew this source to...*

****Only applicable for History students only**

Skill #3: Compare & Contrast (C&C)

Comparison - Difference and/or similarity between sources

Possible question phrasing:

- In what ways are the sources similar/ different?
 - *Note: for this particular question, only one side is needed*
- How similar are the sources?
- How far does Source X agree with Source Y?
- How far does Source X support Source Y?
- Would the author in Source X agree with the cartoonist in Source Y

Common Criteria (CC)/ (Basis of Comparison) of Source X and Y
 [PEE] of Source X
 [PEE] of Source Y

}

X 2
paragraphs

Important tips and tricks

- How do I start?
 - When reading the sources, annotate what the sources tell you about the issue question/ question focus.
 - Find the possible pieces of evidence from both sources that match/ contradict one another.
 - Determine the possible common criteria from the annotations/ evidence identified.
- Ensure that you follow the question phrasing
- What is a **Common Criteria (CC)**?
 - Definition: Before you compare anything, there must be a common criterion (common base/ '**characteristic**') between the two objects to compare.
- What is the possible basis of comparison between sources? (*non-exhaustive*)

| | |
|-----------|---|
| Content* | What can I infer about each author's <u>main point/idea</u> ? (e.g. opinions/ views towards the issue or question focus/ reasons/ consequences/ impacts) |
| Attitude | What can I infer about each author's <u>main attitude</u> ? (e.g. <i>supportive/ not supportive</i>) |
| Purpose * | What can I infer about each <u>author's intentions</u> for creating the sources? |

- Do you have an example of what **Common Criteria (CC)** would LOOK like?

| <u>Incorrect</u> Example | <u>Correct</u> Example | Explanation |
|--|--|---|
| (a) Sources X and Y are different because Source X is a boy while Source Y is a girl | (b) Sources X and Y are different <u>in terms of their genders</u> . | In (a), the response merely lists the difference. So what if X is a boy and Y is a girl? What exactly is the point of comparison? However, in (b), the common criteria, "gender" is the criteria that makes them different. |

- Hint: Use the issue question as a guide to determine the Common Criteria (CC)

Writing Guide for Compare & Contrast Answers

| Content Level Answer | |
|----------------------|---|
| Difference | <p><i>(*follow question phrasing)</i> in terms of their _____ (CC)</p> <p>Source X says (related to CC) but Source Y says (related to CC). Source X states that, “_____.” (Evidence) This means that _____ . (Explanation) HOWEVER, Source Y states that “_____.” (Evidence) This means that _____ . (Explanation)</p> |

| Content Level Answer | |
|----------------------|---|
| Similarity | <p><i>(*follow question phrasing)</i> in terms of their _____ (CC)</p> <p>Source X states that, “_____.” (Evidence) This means that _____ . (Explanation) SIMILARLY, Source Y states that “_____.” (Evidence) This means that _____ . (Explanation)</p> |

| Tone/ Purpose Level Answer | |
|---|---|
| Difference OR Similarity | <p><i>(*follow question phrasing)</i> in terms of their Purpose. Source X was published to (Verb) (Audience) (Point) (Evidence) (Explanation) (Outcome). HOWEVER/ SIMILARLY, Source Y was published to (Verb) (Audience) (Point) (Evidence) (Explanation) (Outcome). Thus, both sources <i>(*follow question phrasing)</i> in terms of their purpose.</p> |

Skill #4: Reliability

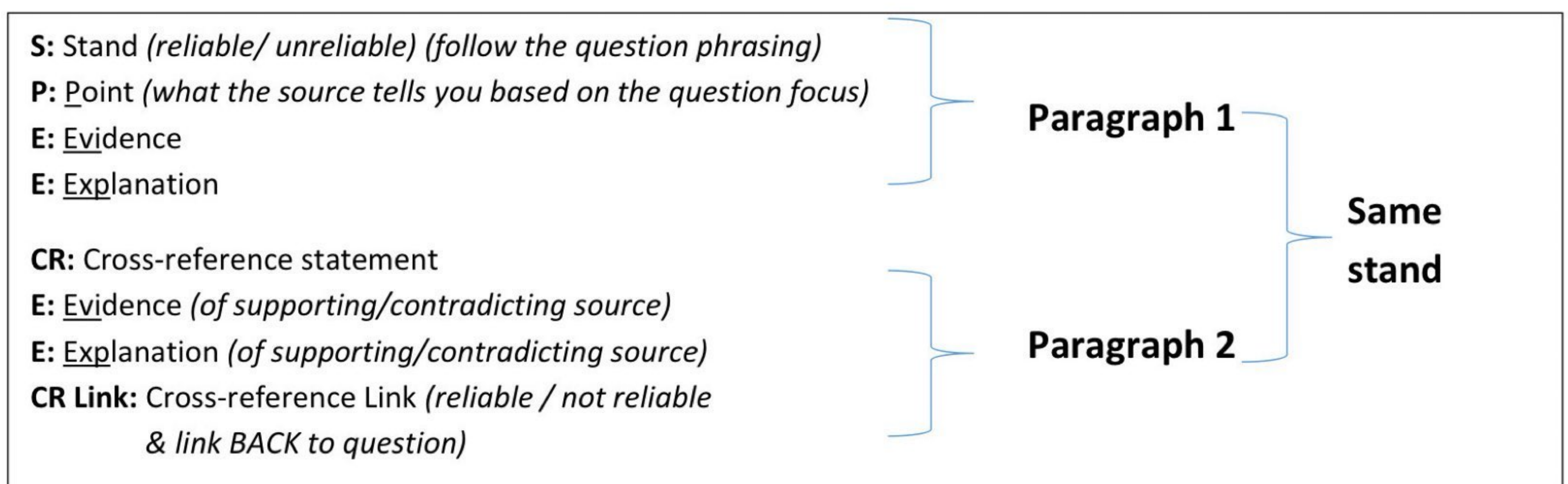
Possible Question phrasing:

- Does this source **prove** that...?
- Do you **believe** what Source X says about...?
- How **reliable** is Source X in telling you about...?
- How **trustworthy** is Source X as evidence about...?

Important tips and tricks

- **UNDERSTAND:** This skill evaluates whether you can **BELIEVE** what a source tells you/says.
- **How do I determine if a source is reliable? (Thinking Process)**
 - Question analysis: Is there a question focus? (e.g. *Can you trust what Source X says about the government's response to income inequality?*)
 - Look at Source X:
 - What does the source tell you about the question focus?
 - Identify the evidence → What does it mean?
 - Look at another source (e.g. *Source Y*) that talks about the same question focus.
 - Does this source support or contradict what source X says?
 - Identify the evidence → What does it mean?
 - Overall stand (**TAKE NOTE**)
 - If Source X is **supported** by Source Y, Source X is **reliable/ trustworthy**
 - If Source X is **contradicted** by Source Y, Source X is **unreliable/ not trustworthy**
- When answering the question, **FOLLOW THE QUESTION PHRASING**

Minimum requirement:



Writing Guide for Reliability

- Example question: How far can you **trust** what Source X says about the government's response to income inequality? (*← Question focus*)

| | |
|--|--|
| <p>Paragraph 1 (Content)</p> <p>What the source says</p> | <p>I can trust/cannot trust what Source X says about <u>the government's response to income inequality</u> (<i>Follow question phrasing</i>) because it tells me that _____ (Point). Source X states that, " _____ ." (Evidence). This means that _____ (because) _____ (Explanation.)</p> |
| <p>Paragraph 2 (Cross-Ref)</p> <p>What other people say (Do they support/ contradict)</p> | <p>I can also trust/ cannot trust what Source X says about <u>the government's response to income inequality</u> because it is SUPPORTED/ CONTRADICTED by Source Y. Source Y tells me that _____ (Point). Source Y states that, " _____ ." (Evidence). This means that _____ (because) _____ (Explanation.) Since Source X is SUPPORTED/ CONTRADICTED by Source Y, I can trust/ cannot trust what it says about the government's response to income inequality.</p> |
| <p>Paragraph 3 (Purpose)</p> <p>Does the source have a hidden agenda?</p> | <p>I can also trust/ cannot trust what Source X says about <u>the government's response to income inequality</u> because of its <u>purpose</u>. Source X was published by _____ (Author). I would therefore expect it to _____ (<i>explain WHO the author is and what you expect it to say because of its position</i>). The source was therefore published to (Verb) + (Audience) + (Point) + (Evidence) + (Explanation) + (Outcome). Thus, I can trust/ cannot trust what Source X says about the government's response to income inequality.</p> |

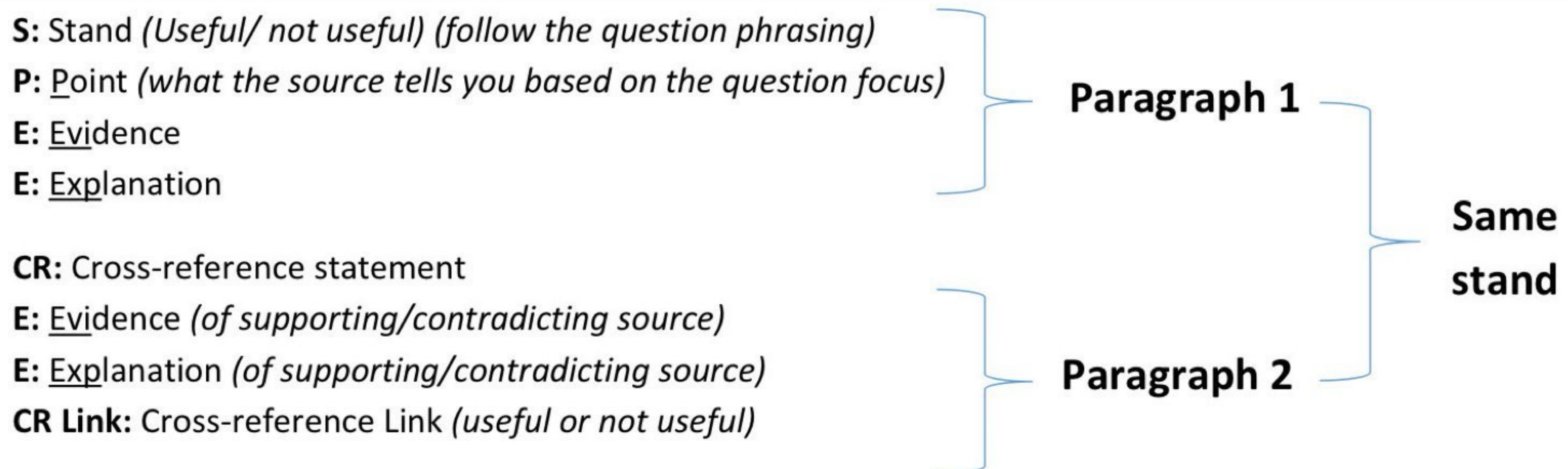
Skill #5: Utility

Possible Question phrasing:

- Is source X useful about ...?
- Do you think Source X is useful in ...?
- How useful is Source X as evidence about ...?

Important tips and tricks

- **UNDERSTAND:** A source is USEFUL if it is RELEVANT to the question and is RELIABLE.
 - **Relevant:** Does the content of the source answer the question?
 - **Reliable:**
 - Are the claims of the source supported by other sources?
 - Does the source have a hidden agenda?
- Recommended tip: If you have determined that Source X is useful because it is relevant, just find another source that supports Source X's claims to further prove that it is reliable and useful.
- Minimum requirement:



Writing Guide for Utility

- Example question: Is Source X useful about the government's response to income inequality? (← *Question focus*)

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| <p>Paragraph 1 (Content)</p> <p>Is the source relevant to the question?</p> | <p>Source X is <u>useful</u> about what it says about <u>the government's response to income inequality</u> (<i>Follow question phrasing</i>) because it helps me understand that _____ (Point). Source X states that " _____ ." (Evidence). This means that _____ (because) _____ (Explanation.)</p> |
| <p>Paragraph 2 (Cross-Ref)</p> <p>Is the source supported by other sources?</p> | <p>Source X is <u>also useful</u> about what it says about <u>the government's response to income inequality</u> because it is SUPPORTED by Source Y. Source Y tells me that _____ (Point). Source Y states that " _____ ." (Evidence). This means that _____ (because) _____ (Explanation.) Since Source X is SUPPORTED by Source Y, it is reliable and therefore useful about the government's response to income inequality.</p> |
| <p>Paragraph 3 (Purpose)</p> <p>Does the source have a hidden agenda?</p> | <p>Source X is <u>useful/ not useful</u> about <u>the government's response to income inequality</u> because of its <u>purpose</u>. Source X was published by _____ (Author). I would therefore expect it to _____ (<i>explain WHO the author is and what you expect it to say because of its position</i>). The source was therefore published to (Verb) + (Audience) + (Point) + (Evidence) + (Explanation) + (Outcome). Thus, Source X is reliable/unreliable and therefore useful/not useful about the government's response to income inequality.</p> |

Skill #6: Surprise

Possible Question phrasing:

- Is source X surprising about ...?
- How surprising is Source X as evidence about ...?
- Are the claims by Source X expected?

Important tips and tricks

- **UNDERSTAND:** A source is SURPRISING if it differs from your expectations (*i.e. you would be surprised if something is unexpected*)
- How to answer surprise questions?
 - Question analysis: Is there a question focus? (*e.g. Are you surprised by what Source X says about the government's response to income inequality?*)
 - Annotate Source X.
 - What does Source X tell you about the question focus (or issue)?
 - Identify the evidence → What does it mean?
 - Identify another Source Y
 - Does Source Y SUPPORT or CONTRADICT the claims in Source X → Be clear. What does it support or contradict Source X about?
 - If Source Y supports Source X, you are not surprised.

| | |
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| <p>If Source Y contradicts Source X, you are <u>surprised</u>.</p> <p>Paragraph 1 (Content)</p> <p>Is the source relevant to the question?</p> | <p>I am surprised by what Source X says about the government's response to income inequality because it is <u>CONTRADICTED</u> by Source Source Y. Source X tells me that that _____ (Point). Source X states that "_____" (Evidence). This means that _____ (because) _____ (Explanation.)</p> |
| <p>Paragraph 2 (Cross-Ref)</p> <p>Is the source supported by other sources?</p> | <p>However, Source X is CONTRADICTED by Source Y. Source Y tells me that _____ (Point). Source Y states that "_____" (Evidence). This means that _____ (because) _____ (Explanation.) Since Source X is CONTRADICTED by Source Y, I am surprised by what Source X says about the government's response to income inequality.</p> |

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| <p>Paragraph 3 (Purpose)</p> <p>Does the source have a hidden agenda?</p> | <p>I am surprised/ not surprised about <u>the government's response to income inequality</u> because of its <u>purpose</u>. Source X was published by _____(Author). I would therefore expect/not expect it to _____(<i>explain WHO the author is and what you expect it to say because of its position</i>). The source was therefore published to (Verb) + (Audience) + (Point) + (Evidence) + (Explanation) + (Outcome). Thus, I am surprised/not surprised by what Source X says about the government's response to income inequality.</p> |
|--|--|

Skill #7: Hybrid

(Hybrid of 2 skills: Compare & Contrast + Reliability)

Possible Question phrasing:

- Having read Source E, are you surprised by Source F?
- Does Source X make Source Y surprising?
- Does Source E prove that the views raised in Source D is justified?
- How far does Source D prove that the author of Source E must have been lying?
- How far does Source C prove that Source B was false?
- How far does Source F disprove the claims made in Source E?
- Does Source X make you surprised by the views suggested in Source Y?
- How far does Source C make you surprised by what Source B says?

Important tips and tricks

- How to answer surprise questions?
 - Question analysis: Is there a question focus? (e.g. *Having read Source Y, are you surprised by what Source X says about the government's response to income inequality?*)
 - Paragraph 1 (Comparison between Source X and Source Y)
 - Annotate Source X.
 - What does Source X tell you about the question focus (or issue)?
 - Identify the evidence → What does it mean?
 - Annotate Source Y
 - What does Source Y tell you about the question focus (or issue)?
 - Identify the evidence → What does it mean?
 - Identify the **Common Criteria (CC)** between Sources X and Y
 - Paragraph 2 (Reliability for either source through cross-referencing to a third source)
 - **UNDERSTAND:** The purpose of this step is to solidify your initial stand by evaluating the reliability of either of the sources.
 - **Take note** that your cross-referencing is focusing on the same criteria/ focus
 - Paragraph 3 (if time permits)
 - Evaluate the reliability through provenance + purpose
- Minimum requirement:

Common Criteria (CC)/ (Basis of Comparison) of Source X and Y
[PEE] of Source X
[PEE] of Source Y

Paragraph 1

Cross reference statement to a third Source Z
[PEE] of Source Z
Cross Reference Link: Since Source Z supports/ contradicts Source _
Source _ is therefore reliable/unreliable. As such I am surprised/
not surprised by what X says about ...

Paragraph 2

Sample Writing Guide for Hybrid *(may not apply for all questions)*

- Example question: *Having read Source Y, are you surprised by what Source X says about the government's response to income inequality?* (*← Question focus*)

| | |
|---|--|
| <p>Paragraph 1 (Comparison)</p> | <p>Having read Source Y, I am surprised by what Source X says about the government's response to income inequality as they both have DIFFERENT views about _____ (Common Criteria). Source X tells me that that _____ (Point). Source X states that " _____ ." (Evidence). This means that _____ (because) _____ (Explanation.) However, Source Y tells me that _____ (Point). Source Y states that " _____ ." (Evidence). This means that _____ (because) _____ (Explanation).</p> |
| <p>Paragraph 2 (Cross-Ref reliability)</p> | <p>In addition, having read Source Y, I am surprised by what Source X says about the government's response to income inequality as Source Y is also supported by Source Z. Source Z tells me that _____ (Point). Source Z states that " _____ ." (Evidence). This means that _____ (because) _____ (Explanation.) Since Source Y is SUPPORTED by Source Z, Source Y is reliable. As such, having read Source Y, I am surprised by what Source X says about the government's response to income inequality.</p> |

Skill #8: Evaluation

Possible Question phrasing:

- ‘The government has the responsibility in ensuring that citizens lead a healthy lifestyle.’
Using the sources in this case study, explain how far you would agree with this statement.

Important tips and tricks

- **UNDERSTAND:** An evaluation question requires you to study all sources and make a conclusion of what each source is telling you about the statement. This will be the last question in the Source Based Case Study and is worth **10 marks**
- How to answer Evaluation questions? (Thinking Process)
 - Identify the focus of the statement and categorise into **2 sides (Agree vs Disagree)**
 - Analyse the sources (PEE)
 - **(POINT):** What does each source tell you about the focus? Does it agree or disagree?
 - **(EVIDENCE)** Which piece of evidence in the source best tells you that?
 - **(EXPLANATION)***
 - **WHY** and **HOW** does that show that the source agrees or disagrees?
 - So what? What will happen?
 - Give a **balanced argument** (i.e. **2 sources for agree AND 2 sources for disagree**)
 - 4 Paragraphs: 1 paragraph for each source
 - Bonus mark (1-2 marks): Evaluate one of the sources by checking its
 - Reliability → Purpose
 - Contextual knowledge → What do you personally know about the question focus? How does your contextual knowledge support one of the sources?
 - Balanced conclusion → What are the main arguments for both sides? (Summarise)
 - **This bonus mark can be achieved at any point of your response**
- What do I need to take note of?
 - Avoid overquoting the evidence. Identify the best piece of evidence that agrees/ disagrees with the statement.
 - When writing explanations, do not paraphrase or repeat the evidence. Ask yourself **WHY/ HOW/ SO WHAT**

Point (P): Source X agrees because _____
Evidence (E): Source X states, “ _____ ”
Explanation (E): This means that _____ because _____.

X 4 Paragraphs

Sample response:

Source C agrees because the government is responsible for implementing subsidies to reduce the cost of healthy food (Point). Source C states “the solution is to subsidise the cost of healthy foods. Prices play a crucial role for lower-income groups, who spend a lot of money on food”. **(Evidence)** This means that the government is responsible **because** implementing subsidies would make the price of healthy food cheaper and incentivise more people to buy healthier food. By eating healthier food, a healthier lifestyle would lower the risk of health diseases. **(Explanation)**

Structured Response Question (SRQ) 6

Possible Question Focus: Reasons/ Strategies/ Impacts [7m]

(6) Extract 1 shows...

In your opinion, how can Singapore address the needs of the homeless people? Explain your answer by providing two **STRATEGIES**. [7m]

OR

In your opinion, why is there a downward trend in Singapore's immigration? Explain your answer using two **REASONS**. [7m]

OR

In your own opinion, what are the consequences that Singapore will face if people continue to use stereotypes to judge others? Explain your answer using two **CONSEQUENCES**. [7m]

Important tips and tricks

How to answer Evaluation questions? (Thinking Process)

- Analyse and unpack the question and keywords
 - (e.g. strategy to address the needs of the homeless people) → annotate what "address the needs" means/ looks like/ sounds like/ feels like)
 - Why do we need to do this step? *This helps you to understand the question focus and your annotations can be used in your "Explanations"*
- Focus on EXTRACT 1
 - What is the problem stated in Extract 1?
 - What does Extract 1 tell you about the issue?
- **Brainstorming frameworks and how to use them**

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|---|---|
| <u>S-P-E-R-M Framework</u> Social/ Political/ Economic/ Race or Religion/ Media | <u>Examples of how to use the framework</u> <ul style="list-style-type: none"> - Is the issue <u>caused</u> by any <i>political</i> reasons? - Does the issue have any <u>impact</u> on <i>race or religion</i>? - Can I use <i>media</i> to <u>solve</u> the problem? |
| <u>SI- Framework</u> Self/ Family/ Neighbours/ Community/ Country/ Global | <u>Examples of how to use the framework</u> <ul style="list-style-type: none"> - Does the issue have any <u>impact</u> at the <i>self</i>-level? - Are there <i>community</i> related <u>reasons</u> why the issue occurs? - Does the issue have any <u>impact</u> at the <i>global</i> level? |
| Short term vs Long Term Trigger vs Root cause | <ul style="list-style-type: none"> - What are the Short-term impacts? - What are the Long-term impacts? - What is the root cause of the issue? |
| <u>List of possible strategies</u> <u>Important to note:</u> STRATEGIES need to be SPECIFIC, ACHIEVABLE and REALISTIC | <u>Examples of possible STRATEGIES that you can consider</u> <ul style="list-style-type: none"> - education/ outreach efforts/ organising an event/ government campaigns/ advertising efforts/ government regulations/ talks/ social bonding events/ social media posts |

How to begin writing (I-D-E)

I: Identify (*strategy / recommendation / reason / consequence*)
→ Follow the question phrasing

D: Describe

(a) For strategies: Use WHO/ WHAT/ WHEN/ WHERE to provide more details about the strategy

(b) For Reasons/ Impacts: Use real examples in Singapore/ general observations to develop your point

E: Explain the effect and link back to the question

(a) HOW/ WHY will the strategy solve the problem

(b) HOW does the reason cause the problem etc.)

-Useful phrases: *By doing this, it will lead to ...; As a result; As a consequence*

X 2 Paragraphs

**(1 paragraph =
1 strategy/ reason/ impact)**

Sample SRQ 6 question:

In your opinion, how can Singapore address the needs of the homeless people? Explain your answer by providing two STRATEGIES.

Sample response:

One strategy that Singapore can take to address the needs of the homeless people is by having a career and skills upgrade fair (**IDENTIFY**). For example, the government (*who*) could work with different companies and employers (*who*) to host a job and career fair (*what*) at the community centres of the different housing estates (*when*). During these career fairs, employers can reach out to participants by sharing their available job vacancies and the skills required for these jobs (*what*). Participants can also make use of the fairs to sign up for skills upgrading courses that can impart important skills like coding/ marketing (**DESCRIBE**). Therefore, by participating in such career fairs, the homeless people would be more aware of the jobs available and can seek for employment opportunities. Furthermore, the homeless people can also sign up for courses to upgrade their skills. As a result, they would be more competitive and possess the necessary skills to apply for job positions. Consequently, they would be able to earn a stable income to support themselves and meet their daily living needs (**EXPLAIN**).

Structured Response Question (SRQ) 7

Possible Question Focus: [8m]

(7) Extract 2 and 3 shows...

How far is anticipating change and staying relevant **more important** than having honest and capable leadership as a principle of governance? Explain your answer. [8m]

Important tips and tricks

How to answer Evaluation questions? (*Thinking Process*)

- Analyse and unpack the question and keywords
 - Identify the 2 factors in the question AND the question focus
 - (e.g. factor 1 → anticipating change and staying relevant)
 - (e.g. factor 2 → honest and capable leadership)
 - (e.g. question focus → as a principle of governance)
 - Annotate what the question focus means/ looks like/ sounds like/ feels like)
 - Why do we need to do this step? *This helps you to understand the question focus and your annotations can be used in your "Explanations"*
- Focus on EXTRACTS 2 AND 3
 - What do the extracts tell you about the factor (e.g. definition/ example)
- Overall structure of the SRQ 7 response
 - Paragraph 1: **[I-D-E] for factor 1**
 - Paragraph 2: **[I-D-E] for factor 2**
 - Paragraph 3: Weigh which factor is **more important**
 - Consider the **scale of impact** → which factor has a greater impact?
 - Consider the **necessity** → Which factor is necessary

How to begin writing (I-D-E)

I: Identify the factor → *Follow the question phrasing*

D: Describe

(D1): Define the factor (i.e. what does the factor mean?)

(D2): Provide a specific example (i.e. A specific real-life example with details like names/ dates/ events/ activities)

E: Explain the effect and link back to the question

→ HOW/ WHY does this factor address the question focus

→ Useful phrases: *By doing this, it will lead to ...; As a result; As a consequence*

X 2 Paragraphs

(1 paragraph =
1 factor)

Structured Essay Question (SEQ)*

**For History Students Only*

Steps in answering SEQ Questions

1. Read the question and identify the keywords
2. Identify which chapter or which specific part of the chapter the question is asking
3. Identify and list the factors you should explain
 - ✓ 1 paragraph for each factor
 - × DO NOT combine two factors into one paragraph!!!
4. Apply P.E.E.L. when answering the question
5. Weigh (for 12m Qns ONLY)

P: Point (*always answer the question*)

E: Elaborate (*tell me more about the factor; describe when it took place briefly what happened*)

E: Explain (*explain effect with examples; give specific examples*)

L: Link (*link back to the question: what is the outcome/effect of the factor on the topic*)

Types of Questions

- 'The tough terms of the Treaty of Versailles were justified.' How far do you agree with this statement? Explain your answer. [10m]
- "_____ (Statement) _____." How far do you agree with this statement? Explain your answer. [10m]

For SEQ in general, think of **at least two factors** relevant to the statement quoted in the question. It **MUST BE one factor that AGREES** and **another that DOES NOT AGREE** or **an alternate FACTOR that OPPOSES THE STATEMENT IN THE QUESTION.**

ALWAYS ensure that you **EXPLAIN** your factor(s) **PROPERLY** before weighing.

Format

[Paragraph 1]

I agree ... that (repeat 'statement' from question) because

(FACTOR 1)

(ELABORATE)

(EXPLAIN EFFECT with EXAMPLES)

. Thus / Therefore,

(LINK)

[Paragraph 2]

I disagree ... that (repeat 'statement' from question) because

(FACTOR 2)

(ELABORATE)

(EXPLAIN EFFECT with EXAMPLES)

(LINK)

Weighing Paragraph

- Explain the relative importance of the given factor → Was the given factor important/influential in changing the course of history? Or was it something else?

| Ways to Weigh Factors | |
|----------------------------|--|
| 1) Impact/Significance | Based on the factor with the more important outcome |
| 2) Time Frame | Based on long-term consequences vs short-term- consequences |
| 3) Most fundamental Factor | Based on the more important factor between the two (B would not have happened without A) |
| 4) Balanced argument | Based on the equal importance of both factors |
| 5) Scale | Based on the extent of the impact (eg. How many people were impacted) |

| Example of Weighing Paragraph | |
|---|---------|
| In conclusion, <u>I agree with the statement that Hitler's rule brought about more devastation than improvements to the Germans</u> (agreeing or disagreeing with the statement). It is undeniable that the economic improvements under Hitler's rule brought about a huge change to the German's lives at that point in time which drastically improved the socio-economic positions of many Germans. However, the effects of the social and political policies outweigh that of the economic prosperity under Hitler. The compounded effects of the two resulted in the prevalence of mental and physical anguish fear, murder, and torture and through Nazi Germany impacted large swathes of the German population, including the everyday Germany who opposed the Nazi regime, the Jewish community and other Ethnic minorities who did not only live in Germany but throughout Europe. (Scale) Overall, many Germans lived in an environment of fear and control, leading to long-term psychological suffering within society. It was not until the end of World War 2 did the people of Germany feel free from the clutches of the Nazi Regime. (Time frame) | L3/8-10 |